DOCUMENT RESUME

ED 460 904 SO 029 297

AUTHOR	Haywood, Jane; Morgan, Nancy
TITLE	Japan and Georgia: Economic Partners. For Students in Grade Eight. Instructional Materials about Japan (IMAJ).
INSTITUTION	Japan-America Society of Georgia, Atlanta.
SPONS AGENCY	Japan Foundation, Tokyo. Center for Global Partnership.
PUB DATE	1996-00-00
NOTE	62p.; Printing courtesy of Georgia Power Company. Grant also provided by the Japanese Chamber of Commerce of Georgia. Louisa Moffitt edited the revised edition. Photographs may not reproduce well.
AVAILABLE FROM	The Japan America Society of Georgia, 225 Peachtree Street, Suite 710 South Tower, Atlanta, GA 30303. Tel: 404-524-7399.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Asian Studies; Cultural Awareness; Foreign Countries; Grade 8; Instructional Materials; *Japanese Culture; Junior High Schools; Multicultural Education; Non Western Civilization; Social Studies
IDENTIFIERS	*Japan

ABSTRACT

This manual provides suggestions and materials for teaching about Japan. Designed as a supplement to typical textbook treatments, the lessons provide a range of readings, visuals, and activities to enrich and deepen student learning about Japan. Organized around topics dealing with history, geography, government, economics, and culture, the lessons provide teachers with flexibility of selecting and adapting lessons for specific classroom settings. Each lesson begins with an outline for teaching which includes instructional objectives, a list of needed materials, and a sequenced list of procedures for implementing the lessons. This packet of materials contains most of the materials needed for implementation. The manual is divided into five topics with two to four lesson plans under each topic. Topics include: (1) "Unequal Resources"; (2) "United States-Japanese Trade"; (3) "Japan and Georgia: Economic Competitors"; (4) "Japanese Economic Influence in the Southeast"; and (5) "Georgia Exports." (EH)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 460 904

IMAJ

INSTRUCTIONAL MATERIALS ABOUT JAPAN

JAPAN AND GEORGIA ECONOMIC PARTNERS

For Students In Grade Eight

SO 029 297

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY

Hilda LocKhart

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

© 1996 The Japan-America Society of Georgia

BEST COPY AVAILABLE

Printing Courtesy of Georgia Power Company

IMAJ

INSTRUCTIONAL MATERIALS ABOUT JAPAN

JAPAN AND GEORGIA ECONOMIC PARTNERS

For Students In Grade Eight

PROJECT DIRECTOR
Glen Blankenship

PROJECT GRANT DIRECTOR
Hilda Lockhart

EDITOR, *REVISED EDITION*
Louisa Moffitt

PROJECT COORDINATOR
Elmer Williams

LESSON WRITERS
Jane Haywood
Nancy Morgan

Table of Contents

Title		Page
TABLE OF CONTENTS		i
ACKNOWLEDGEMENTS		iii
INTRODUCTION		iv
FOREWORD		v
TOPIC 1 - UNEQUAL RESOURCES		
Lesson 1	What is the impact of the uneven distribution of resources in the world?	1
Lesson 2	What imported goods are found in the United States?	6
TOPIC 2 - UNITED STATES-JAPANESE TRADE		
Lesson 1	How many products in your home come from Japan?	8
Lesson 2	What factors have influenced the development of Japanese industry?	10
Lesson 3	How self-sufficient are the Japanese in relation to the production of food?	19
TOPIC 3 - JAPAN AND GEORGIA: ECONOMIC COMPETITORS		
Lesson 1	What is the role of foreign investment in the United States and Japan?	21
Lesson 2	What is meant by balance of payments?	24
TOPIC 4 - JAPANESE ECONOMIC INFLUENCE IN THE SOUTHEAST		
Lesson 1	What is the extent of Japanese business activity in Georgia?	27
Lesson 2	Where are Japanese firms located in Georgia?	29
Lesson 3	How can Japanese industry be attracted to your hometown?	39
Lesson 4	What is the impact of a Japanese business locating in your community?	41

Table of Contents, *continued*

TOPIC 5 - GEORGIA EXPORTS

Lesson 1	What areas of Georgia are dependent on exports to Japan?	43
Lesson 2	How does the Coca-Cola Company illustrate the close ties between businesses in Japan and the United States?	47

Acknowledgments

The Japan-America Society of Georgia (JASG) would like to express its deep appreciation to the Consulate General of Japan (Atlanta) for the invaluable assistance in developing the *Instructional Materials About Japan* lessons. The series was made possible by grants from the Japan Foundation Center for Global Partnership, the Japanese Chamber of Commerce of Georgia, and generous contributions from The JASG's corporate members.

PROJECT DIRECTOR

Dr. Glen Blankenship is Program Director, Georgia Council on Economic Education.

PROJECT GRANT DIRECTOR

Ms. Hilda Lockhart is Executive Director, The Japan-America Society of Georgia.

EDITOR, *REVISED EDITION*

Ms. Louisa Moffitt is a social studies teacher at Marist High School in Atlanta, Georgia.

The persons identified below were involved with the original 1989 project. Their contributions and professional affiliations are described as related to lesson development efforts at that time.

PROJECT PROFESSIONAL DIRECTORS

Dr. Beverly Armento, Professor of Social Studies Education and Director of the Center for Business and Economic Education, Georgia State University.

*Dr. Helen Richardso*n, Executive Director of Curriculum, Fulton County Schools.

PROJECT COORDINATOR

Dr. Elmer Williams, Associate Professor of Social Science Education and Director of the Center for Economic Education at the University of Georgia.

LESSON WRITERS

Ms. Jane Haywood and *Ms. Nancy Morgan*, eighth grade teachers at Hilsman Middle School, Athens, Georgia.

Introduction

Japan has drawn increasing attention from the media and schools in the United States in recent years. The Japanese continue to fascinate and perplex Americans. An understanding of the Japanese and their culture among United States citizens, however, is still inadequate. Although various elements of Japanese society may appear familiar because of the Japanese penchant for creative adaptation, the familiar usually has a distinctive Japanese twist to it. Other elements of the Japanese culture are, of course, quite different from our own experience or that of other Westerners. Yet despite differences in historic traditions and cultures, we and the Japanese confront many of the same issues of industrial and postindustrial urban society. For these reasons the study of Japan can be both interesting and rewarding.

This document provides suggestions and materials for teaching about Japan. Designed as a supplement to typical textbook treatments, it provides a range of readings, visuals, and activities to enrich and deepen student learning about Japan. Organized around topics dealing with history, geography, government, economics, and culture, the lessons provide teachers with the flexibility of selecting and adapting lessons for specific classroom settings.

Each lesson begins with an outline for teaching which includes instructional objectives, a list of needed materials, and a sequenced list of procedures for implementing the lessons. This package of materials provides the teacher with most of the materials needed for implementation.

These materials may be reproduced by teachers and school systems for classroom use.

Foreword

THE JAPAN AMERICA SOCIETY OF GEORGIA

Suite 710, South Tower
225 Peachtree Street, N.E.
Atlanta, Georgia 30303
(404) 524-7399
(404) 524-8447 (FAX)

Officers

Chairman
Daniel P. Amos
AFLAC Incorporated

Vice Chairman
W. P. Bowers
Georgia Power Company

Vice Chairman
Keiichi Kitamura
Mitsui & Co. (USA), Inc.

Vice Chairman
Joseph G. Hogan
Turner International, Inc.

Vice Chairman
John Steed
Paul, Hastings, Janofsky & Walker

Vice Chairman
Kunio Suzuki
The Bank of Tokyo-Mitsubishi, Ltd.

Secretary
Edward A. Gregory, Jr.
YKK Corporation

Treasurer
Paul D. Thodeson
Ernst & Young

Executive Director
Hilda C. Lockhart

As we enter the 21st century, globalization becomes more prominent in every Georgian's life. One of the most important areas of this growing awareness involves the bilateral relationship between the United States and Japan.

The continuing emergence of Asian countries necessitates an even greater understanding of Japan's role as a leader in the Pacific Rim, in addition to its role in global politics. Add to this the need for cultural, educational and business awareness of Japan and you can understand the role The Japan-America Society of Georgia plays in providing curriculum resource materials to Georgia educators.

The Japan-America Society of Georgia strives to effectively respond to the forces shaping our global environment by improving on Japanese-related educational curricula. These lessons have been developed in conjunction with the Georgia Department of Education and correlate with objectives of the Quality Core Curriculum.

With over 350 Japanese establishments located throughout the state, virtually every community is touched by this global impact. Therefore, it is imperative Georgia students of all ages be given the opportunity to expand their knowledge of other countries so they are better able to deal with an increasingly complex and competitive world.

Daniel P. Amos
Chairman

TOPIC 1

UNEQUAL RESOURCES

Lesson 1

What is the impact of the uneven distribution of resources in the world?

LESSON OBJECTIVE

The student will define the economic concept "scarcity"; name ways a country can obtain resources it may need but does not have or cannot produce; explain some ramifications of the uneven distribution of resources in the world.

MATERIALS AND RESOURCES

- ❑ Handout 1.1 "Unequal Resources Task Sheet"
- ❑ Four large manila envelopes, three scissors, twenty paper clips, one ruler, one bottle of glue, two felt-tipped pens, two pencils, construction paper [two sheets of red, five sheets of white, three sheets of blue, five sheets of gold, three sheets of green, one sheet of purple]
- ❑ Worksheet 1.1 "Unequal Resources Discussion Questions"

STRATEGIES

International trade is important because resource endowments and consumption tastes are not the same throughout the world. If a country cannot grow or produce (or chooses not to grow or produce because of relative prices) a needed good or service, it can obtain the good or service from another country with a different mix of resource endowment and/or lower relative prices. Goods/services from other countries can be obtained in several ways, including trading, borrowing, and theft or piracy.

Prior to the day you wish to teach this lesson, assemble the materials as follows. Tape a copy of Handout 1.1, "Unequal Resources Task Sheet," on the outside of each envelope and then enclose the following materials in the four envelopes:

- Envelope #1 - Two pairs of scissors, one ruler, twenty paper clips, two pencils, two 4" squares of red paper, and two 4" squares of white paper
- Envelope #2 - One pair of scissors, one bottle of glue, and sheets of paper (two of each of the blue, white and gold)
- Envelope #3 - Two felt-tipped pens and sheets of paper (two each of green, gold, and white)
- Envelope #4 - Sheets of paper (one each of green, gold, blue, red, and purple)

Tell students that they are going to be participating in an activity in which they will be asked to perform tasks to meet the needs and wants of a country. Each group is to assume that it is a country. Divide the class into four groups. If the groups are larger then five students each, the teacher may want to have two "worlds" of four countries each. Assign each group a table or area of the room and ask each group to create a name for its country. Encourage students to make up a name they like. (If two "worlds" are playing, place them in opposite parts of the room.) As groups report the names of their countries, place the names on the chalkboard. (If two "worlds" are playing, place the names of the countries of each "world" on separate panels of the chalkboard.)

Distribute the envelopes but tell the students not to open the envelopes until the teacher has given permission. Instruct groups to read the task sheet on the outside of the envelope. Answer any questions may have about the groups' tasks.

Explain to the groups that resources may vary from country to country and they may bargain between/among countries to obtain the needed resources to complete their tasks. Tell students that they cannot use any resources other than those found in the envelopes. All countries must complete the same tasks. (If two "worlds" of four countries each are playing the game, tell students that they may only trade or bargain with other counties of their "world.")

Tell students they are to notify the teacher when their group has completed al the tasks listed. Explain that you will keep a record on the chalkboard of the order in which the countries complete their tasks.

Give the signal to begin and observe the students as they interact. It is suggested that the teacher take written notes during the simulation, noting actions that demonstrate the ramifications of the distribution of unequal resources. The data collected can be used as a basis for analysis in the debriefing of the activity.

Once a group completes its tasks, check the group's work and draw attention to the fact that one country has completed all its tasks. While the teacher does not want to stress competition, competition will be keen among the participants. If there are two sets of groups or "worlds," ask: Which 'world' will finish first?" The responses among participants may be that the countries of the "world(s)" will begin to cooperate. Keep a record of the order of finish of the countries on the chalkboard.

Once all countries have completed their tasks, draw attention to the variation in the quality of the products produced. Then distribute a copy of Handout 1.1, "Unequal Resources Task Sheet," to each group and ask members of the groups to discuss the questions together and be prepared to share their responses with the class. The teacher may wish to distribute copies of the discussion questions as groups complete their tasks. Students can then quietly discuss them while other countries are completing their tasks.

Begin the debriefing of the activity using the general questions provided in Worksheet 1.2, "Unequal Resources Discussion Questions." Next ask such questions as the following.

- Resources used in **production** (commonly called factors of production) are usually categorized as **land or natural resources** (resources that come from the earth and can be used in production such as water, crude oil, minerals, and farmland), **labor** (people who do work), and **capital** (items made by people that are used in production, such as tractors, machines, and tools). What natural resources were used in the activity? What capital resources were used in the activity? What labor resources were used in the activity?

- What resources were scare in each country? Relate scarcity of resources to the supply and demand for the resources. Define the term *scarcity*.

- By what means did countries get the materials necessary to complete their tasks? (Generally trading, lending, giving foreign aid, and perhaps theft or piracy will be exhibited in the simulation.) Do countries in the real world obtain resources in these ways? Give examples of each means of obtaining needed resources.

- What is meant when it is said that countries of the world are *interdependent*? (Help students define the term and give examples of interdependence in the real world.)

Depending on the ability, background, and interests of the class, select some of the more specific questions below for class discussion.

- Which country(ies) was (were) rich in capital? Which country(ies) was (were) rich in natural resources? Name some countries of the real world rich in natural resources. Name some countries of the real world rich in labor resources. Name some countries of the real world rich in capital resources.

- Why do you think there was a wide variation in the way the tasks were completed?

- Can you give examples of innovative or unusual ways in which countries completed their tasks in this activity?

- What countries of the real world are most like country _____ (insert the names groups have given to their countries.

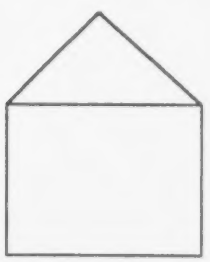
Conclude this lesson by asking students to summarize orally what they learned from the simulation.

From a simulation originally developed by Dr. Margit McGuire of Seattle Pacific University, Seattle, Washington.

UNEQUAL RESOURCES TASK SHEET

Your group is in the position of trying to provide certain needs and wants for your country. These needs and wants are met by completing the tasks listed below.

1.	Food	Make four strips of gold paper each three inches by one inch.
2.	Clothing	Make a green "T" four inches high.
3.	Industry	Make a four-link paper chain, each link of a different color.
4.	Shelter	Make a white square two inches to a side and attach a gold triangle to one side of the square. For example:



5.	Education	Make a four-page book out of two different colors. Remember that the book must have printing or pictures on each page.

UNEQUAL RESOURCES DISCUSSION QUESTIONS

1. Could your group have completed its tasks without getting resources from another country? Why or why not?

2. How did your country solve the problem of not having all the resources it needed?

3. Were there any conflicts between countries? Why or why not?

4. How did you feel when you realized that resources were unequally distributed?

TOPIC 1

UNEQUAL RESOURCES

Lesson 2

What imported goods are found in homes in the United States?

LESSON OBJECTIVE

The student will identify the country of origin for each of several products commonly found in the home.

MATERIALS AND RESOURCES

- ❑ Worksheet 1.2 "Where's It From?"

STRATEGIES

The average American home contains many product imported from other countries. Japan is the source of a significant number of these imports. Ask students to inventory selected items in their own homes by completing individual copies of Worksheet 1.2, "Where's It From?" Go over the directions with the class and explain that the worksheet is to be completed as homework to be returned for the next class period. Some teachers may wish to have students also identify the brand name or manufacturer for each item.

The following day, have students share their findings, locate the countries of origin on a map, and generate a list of countries which appear most often. Ask students to consider the implications of their findings for U.S. foreign policy.

WHERE'S IT FROM?

Determine if your family owns any of the following products. For each item owned, identify the country in which it was made. If your family owns more than one of any product, write the name of the country in which each was made.

Television_____

Radio_____

Watch_____

Car_____

Stereo_____

Calculator_____

Motorcycle_____

Videorecorder_____

Microwave_____

Lawnmower_____

Cassette player_____

Microcomputer printer_____

Bicycle_____

Camera_____

Electric shaver_____

TOPIC 2

UNITED STATES - JAPAN TRADE

Lesson 1

How many products in your home come from Japan?

LESSON OBJECTIVE

The student will recognize that a significant number of products found in their home come from Japan.

MATERIALS AND RESOURCES

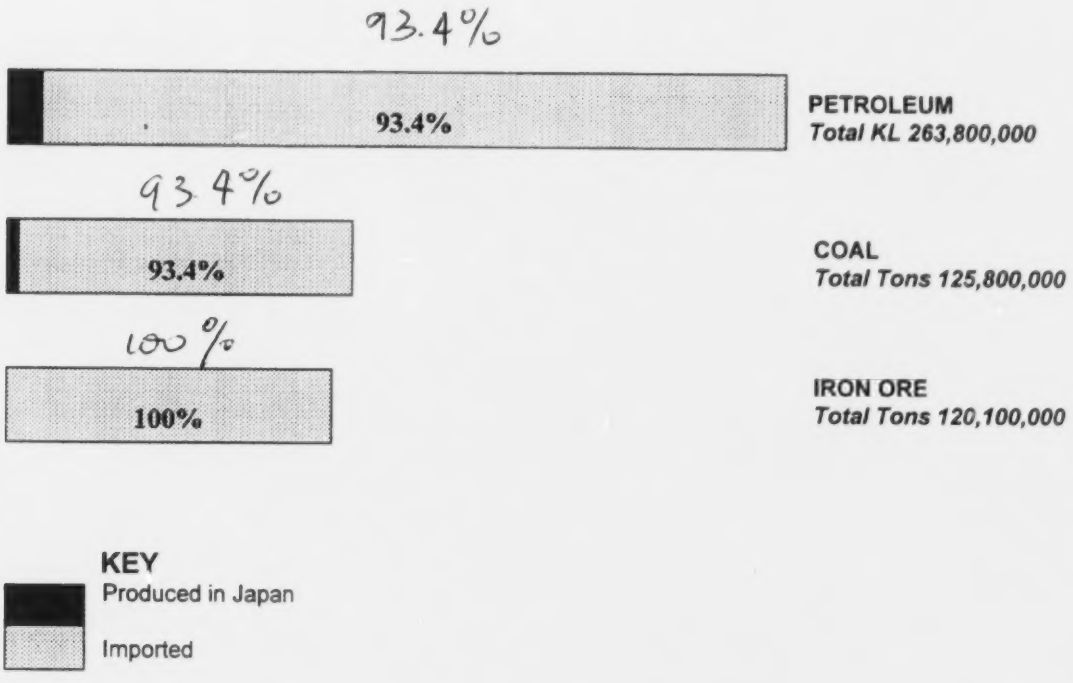
- ❑ Completed copies of Worksheet 1.2 "Where's It From?" from Topic 1, Lesson 1
- ❑ Teacher Resource 2.1 "Natural Resources of Japan"

STRATEGIES

Japanese products constitute a significant portion of the items found in the average American home. Begin this class with an analysis of the results of Lesson 2 from Topic 1. Ask the general question, "What did you discover in completing this home survey? " Elicit responses from several students. Focus on one or two products on the worksheet. Tally and develop a table of the findings on the chalkboard, overhead or chart paper. The charts might contain three categories: American made, Japanese made, and foreign made other than Japan. Have students identify what most of the items have in common, eliciting the response "electronic goods," if necessary. Point out that Japan is a major producer/exporter of goods in this category.

Point out that some of the items may have been made by a Japanese business or business from another country with a plant located in the United States. See if students can give an example of such a product (e.g., car produced in the United States by a Japanese manufacturer). Ask, "Of what are the items shown on the handout made?" Point out the need for coal, iron ore, and petroleum (especially as a base for plastics) in the production of many of the items. Ask, "How does Japan fare on the location or possession of these natural resources?" Show a transparency or distribute copies of Teacher Resource 2.1, "Natural Resources of Japan." Then ask, "Why does Japan need to trade with other countries?"

NATURAL RESOURCES OF JAPAN



From *JETRO Business Facts & Figures* (Tokyo: Japan External Trade Organization, 1996), p. 68, and *Japan 1996: An International Comparison* (Keizai Koho Center, 1996), p. 76.

BEST COPY AVAILABLE

TOPIC 2

UNITED STATES - JAPAN TRADE

Lesson 2

What factors have influenced the development of Japanese industry?

LESSON OBJECTIVE

The student will explain why Japan relies on imports and exports to keep her industrial empire growing; identify major categories of Japanese exports to the United States and United States exports to Japan.

MATERIALS AND RESOURCES

- ❑ Handout 2.1 "The Geography of Japan"
- ❑ Worksheet 2.1 "The Geography of Japan"
- ❑ Handout 2.2 "Japanese Agriculture"
- ❑ Worksheet 2.2 "Japanese Agriculture"
- ❑ Handout 2.3 "Industry in Japan"
- ❑ Worksheet 2.3 "Industry in Japan"
- ❑ Handout 2.4 "The Japanese Workforce"
- ❑ Worksheet 2.4 "The Japanese Workforce"

STRATEGIES

Limitations imposed on agriculture by geography have led Japan to turn to industrialization and international trade in order to feed her people. This lesson provides students with background information on both Japanese agriculture and industrial development and sets the stage for the economic lessons that follow.

Divide the class into four groups and provide students in each group with one of the essays (Handouts 2.1 - 2 4) and the corresponding questions (Worksheets 2.1 - 2.4). Each group should read their essay and prepare answers to the questions. The teacher should let each group report and then lead the class to the understanding that because Japanese agriculture faces severe constraints, industry have become the mainstay of the Japanese economy. Conclude the discussion by stressing the interdependence of the economies of Japan and the United States.

THE GEOGRAPHY OF JAPAN

Japan is a group of more than 3,900 islands stretching in a long chain along the eastern coast of Asia, near China, Korea, and Russia. It is about 5,500 miles from the West Coast of the United States, on the other side of the Pacific Ocean.

In total land area, Japan is small, less than one-twentieth the size of the United States, or about the same size as California or Montana. The entire island chain--from Okinawa to Hokkaido--is about 2,000 miles long, roughly the same as the distance from Florida to Maine. Most Japanese live on four main islands: Honshu, Shikoku, Kyshu, and Hokkaido.

Like the western United States, Japan has many volcanoes, most of which (including Mt. Fuji) are dormant. Yet fully 10 percent of all active volcanoes in the world are found in Japan, and these erupt from time to time, spewing steam, ash, and lava. Japan also suffers from frequent earthquakes, most of which are mild. In 1923, however, Tokyo was destroyed by an earthquake that killed 125,000 people.

Japan's rivers are generally short, shallow and fast-flowing, winding down steep mountain valleys to the ocean. Flooding, once a major problem, has been largely controlled through construction of numerous dikes. The coastline varies from gentle, sandy beaches to rugged rocky cliffs.

The climate ranges from subarctic to subtropic. In the north, the summers are cool and the winters are harsh, with much snow; in the south, the summers are hot and winters mild. So varied is the climate, in fact, that in January daffodils can be found blooming on some of the southern islands near Kyushu, while villages in the mountains of Niigata lie buried under 6 to 10 feet of snow.

Most of Japan, however, experiences four distinct seasons much like those of the Northeastern and Atlantic Seaboard states of the United States, except that from early June to mid-July there is a humid rainy season. Rainfall is abundant throughout Japan (except for Hokkaido), ranging from 140 to 100 inches a year.

Like the Atlantic Seaboard and Gulf Coast regions of the United States, Japan is sometimes struck by violent typhoons (hurricanes) in the late summer and fall, which can cause flooding, landslides, and considerable destruction and loss of life.

From *What I Want to Know About Japan* (New York: Consulate General of Japan, 1991), pp. 21-24; *Handy Facts on U.S.-Japan Relations* (Tokyo: Japan External Trade Organization, 1986), pp. 2-5, 18, 19.

THE GEOGRAPHY OF JAPAN

Directions: Use the information in the handout to answer the following questions.

1. How many islands make up Japan?

2. How does Japan compare in size to the United States?

3. How would volcanic activity in Japan affect farming and industry?

4. Describe the majority of Japans rivers. How would this affect the economy?

5. Is Japan's climate similar to or different from that of Georgia? In what way?

6. Does Japan seem like a country suited for large-scale agriculture? Why or why not?

JAPANESE AGRICULTURE

Because only 12% of Japan's mountainous islands is suitable for cultivation, it is not surprising that Japanese farms are much smaller than U.S. farms, averaging only about 3.3 acres compared to 460 acres in the United States. Yet in terms of yields per acre, Japanese farms are among the world's most productive.

Rice is the principle crop. It is grown mostly in wet paddies and accounts for about one-third of total agricultural production. Japan grows so much rice, in fact, that surpluses are a serious problem, requiring the government to set wholesale and retail prices on rice in order to stabilize farm incomes.

Roughly another one-third of Japanese farming is devoted to animal husbandry, mainly the raising of hogs, cattle and broiler chickens. The remaining third is devoted to miscellaneous crops, such as tomatoes, potatoes, cucumbers, eggplants, squash, watermelon, radishes, carrots, apples, grapes, pears, tea, tobacco, sugar beets and cane, cabbage, spinach, onions, lettuce, mandarin oranges, corn, wheat, and barley.

Although one a major industry, agriculture has diminished in importance in recent decades. Today less than 8 percent of all workers are engaged in farming. Because large numbers of young people have left rural areas for industrial jobs in the cities, two-thirds of all farm workers in Japan are men aged 60 and over and women. Almost all farmers in Japan own their own land, but a small and shrinking percentage of the farmers work full-time in agriculture. The rest have other types of supplementary employment. Modern farming techniques, including mechanized equipment, irrigation, and use of chemical fertilizers, are widely practices. To increase productivity, the government has encouraged the consolidation of plots into larger, more economical units.

Japan does not produce enough food to feed its large population. The country relies on imports for about one half of its total food supply. In 1990, Japan purchased $8.1 billion of U.S. farm exports including lemons and limes, beef, grain, sorghum, pork, corn, chickens, wheat, and soybeans. In fact, about one in 20 acres of farmland in the United States is planted for the Japanese market--more farmland than is cultivated in all of Japan itself.

With their small size, most Japanese farms bear little resemblance to the vast farms of the American Midwest. On the northern island of Hokkaido, however, the farms bear a close resemblance--right down to the shape of the silos and the red color of the barns. The reasons is that an American from Massachusetts, William S. Clark, and others assisted the Japanese government in developing Hokkaido's agricultural industry in the 1870s.

From *What I Want to Know About Japan* (New York: Consulate General of Japan, 1991), pp. 21-24; *Handy Facts on U.S.-Japan Relations* (Tokyo: Japan External Trade Organization, 1986), pp. 2-5, 18, 19.

JAPANESE AGRICULTURE

Directions: Use the information in the handout to answer the following questions.

1. How do Japanese farms compare to farms in the United States?

2. What is Japan's principal crop?

3. What are the other two major types of farming in Japan?

4. What percentage of the Japanese workers are farmers?

5. Can Japan produce enough food to feed its population?

6. What role does the United States play in providing agricultural products to Japan?

INDUSTRY IN JAPAN

Japan ranks second in the free world in economic production (GNP), behind the United States. It is the world's leading producer of many important industrial products, including automobiles, steel, cameras, watches, and consumer electronics. Overall, Japan's economy compares favorably with the U.S. economy in terms of technology and sophistication.

As in the United States, most workers in Japan (59%) are employed in the fast-growing service industries, such as banking, insurance, transportation, wholesale and retail trade, or in manufacturing industries. Very few people today work in the so-called primary industries of farming, fishing, and forestry. This pattern of employment is common to all advanced industrial countries.

Unlike the United States, Japan has very few natural resources of its own and must import large quantities of raw materials, including iron ore, copper, bauxite, cotton and wool, food grains, and petroleum. To pay for these essential imports, Japan is one of the world's largest trading nations, accounting for about 10 percent of all trade (imports and exports) in the world. Needless to say, Japan is very dependent upon a peaceful and stable world-trading system.

Japan exports its products to virtually all nations, but especially to developed countries like the United States. The United States is Japan's most important trading customer, and Japan is America's most important trade partner after Canada. Total United States - Japan trade now exceeds $135 billion a year. About 36% of all Japanese exports go to the United States, while the United States sells Japan large amounts of agricultural goods, industrial materials such as coal and lumber, a wide range of consumer products from razor blades to sporting goods and large industrial machinery, chemical, pharmaceuticals, computers, and aircraft.

In recent years, Japanese products have become well-known overseas for their quality and innovative design. Japanese industry emphasizes quality control and the use of the latest, most efficient production processes. Factories are generally highly automated; Japan leads the world in the production of and use of robots.

From *What I Want to Know About Japan* (New York: Consulate General of Japan, 1991), pp. 21-24; *Handy Facts on U.S.-Japan Relations* (Tokyo: Japan External Trade Organization, 1986), pp. 2-5, 18, 19.

INDUSTRY IN JAPAN

Directions: Use the information in the handout to answer the following questions.

1. What are the top two countries in the world in economic production?

2. Japan leads the world in the manufacture of what kinds of products?

3. What raw materials does Japan need to import?

4. What country is Japan's most important trading country?

5. What percentage of Japan's exports go to the United States?

6. What is "automation" in a factory and what role does Japan play in this type of industry?

THE JAPANESE WORKFORCE

In general, Japanese workers are highly trained, dedicated, and loyal to their companies. The larger companies (which employ about one quarter of the work force) usually hire employees with the expectation that they will remain with the company for their entire career. Workers are rarely laid off or fired. In a sense, companies regard their workers as "members of the family," and they offer them a wide range of benefits, including low-cost company housing, medical care, recreational facilities, and even nurseries and kindergartens.

Although once low, industrial wages have risen rapidly over the last two decades in Japan. The average manufacturing wage is now comparable to that in the United States, but is substantially higher than in France or Italy. Most workers in Japan are paid monthly salaries and at least one or two bonuses a year. These bonuses are paid based on the company's performance and are usually equal to sever months' salary.

Japanese work on the average about the same number of hours per week as Americans (41.7 hours compared to 39.5 hours per week). Many companies still work half days on Saturday, but slightly less than half of all Japanese companies use the five-day work week.

Japanese workers are organized into labor unions, as in the United States, but these unions are typically company unions rather than industry-wide unions consisting of workers all of the same occupation. Instead of a union like the United Automobile Workers, there is a Toyota union, a Nissan union, a Honda union, etc. Every spring, unions negotiate with management over wage increases and other issues. Yet the relationship between workers and managers is generally cooperative, and although labor disputes do occur, strikes are relatively rare.

Japan became a modern industrial nation in about a century--faster than any other country in history. To achieve this rapid economic growth, Japan borrowed and adapted much technology from the United States and other advanced countries. Japan continues to import advanced technology today, but it is also exporting its own technologies to other countries. A number of Japanese companies, in fact, are now providing technological assistance to American firms.

Many American companies, including IBM, Xerox and Kodak, have overseas branches in Japan. Recently, a growing number of Japanese firms (over 1,400) have opened branches in the United States. Almost all Japanese television sets sold in the United States today are actually made here, using American labor.

From *What I Want to Know About Japan* (New York: Consulate General of Japan, 1991), pp. 21-24; *Handy Facts on U.S.-Japan Relations* (Tokyo: Japan External Trade Organization, 1986), pp. 2-5, 18, 19.

THE JAPANESE WORKFORCE

Directions: Use the information in the handout to answer the following questions.

1. What does it mean when Japanese employers speak of their workers as "members of the family"?

2. How do Japanese workers' wages compare to those of workers in the United States? In Europe?

3. How many days per week does the average Japanese employee go to work?

4. How do Japanese labor unions differ from those found in the United States?

5. What is the role of technology in Japanese industry today?

6. How have Japanese and United States businesses worked together in recent years?

TOPIC 2

UNITED STATES - JAPAN TRADE

Lesson 3

How self-sufficient are the Japanese in relation to the production of food?

LESSON OBJECTIVE

The student will explain that Japan is not self-sufficient in the production of food.

MATERIALS AND RESOURCES

- ❑ Worksheet 2.5 "Food Self-Sufficiency"

STRATEGIES

The Japanese produce only 58% of the food needed to feed their population of approximately 125 million people. Because of its mountainous landscape, only 14% of its land is in agriculture. Japan ranks near the bottom in the self-sufficient production of food. To help students compare Japanese agricultural production to western nations, distribute Worksheet 2.5, "Food Self-Sufficiency," for students to complete.

FOOD SELF-SUFFICIENCY

Food Self-Sufficiency (1988)
Japanese Ministry of Agriculture, Forestry and Fisheries

(%)	Japan	US	UK	Germany	France
Total	58	113	73	94	143
Rice	94	117	24	34	34
Wheat	17	186	99	116	249
Potatoes	93	95	89	95	101
Beans	32	123	106	27	136
Vegetables	91	97	88	40	86
Meat	73	97	81	89	101
Eggs	98	103	97	71	96
Fish & Shellfish	89	71	88	49	66
Sugar	28	94	51	104	168

From: *Japan 1996: An International Comparison,* Keizai Koho Center, p. 21

1. What agricultural products are grown in sufficient quantity in Japan to feed their population?

2. How would what you have learned about Japanese climate and geography help explain these figures about food self-sufficiency?

3. What agricultural products are grown in quantities for export by the U.S.? Germany? France?

4. How could international politics play a role in the import and export of agricultural products among the countries listed in this chart?

Homework Assignment
For the next five days, look for newspaper articles about agricultural exports from the United States to Japan. Bring in these articles for a class bulletin board. Se if the items mentioned in the articles correspond to those on the chart of food self-sufficiency.

TOPIC 3

JAPAN AND GEORGIA: ECONOMIC COMPETITORS

Lesson 1

What is the role of foreign investment in the United States and Japan?

LESSON OBJECTIVE

The student will identify several major categories of United States exports to Japan; name some American firms enjoying a majority share of the Japanese market in their production categories.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 3.1 "Foreign Direct Investment in the United States"
- ❑ Teacher Resource 3.2 "Japan's Top 20 Foreign-Affiliated Firms"

STRATEGIES

The 1970s and early 1980s were a period of strong expansion in foreign direct investment in the United States. Japan was only one of the countries making many investments in the U.S. Have students brainstorm a list of names of Japanese businesses with plants or offices in Georgia and other parts of the United States. Ask students to think of possible reasons that other countries would want to invest in the United States. If necessary, ask cueing questions to get at the answer:

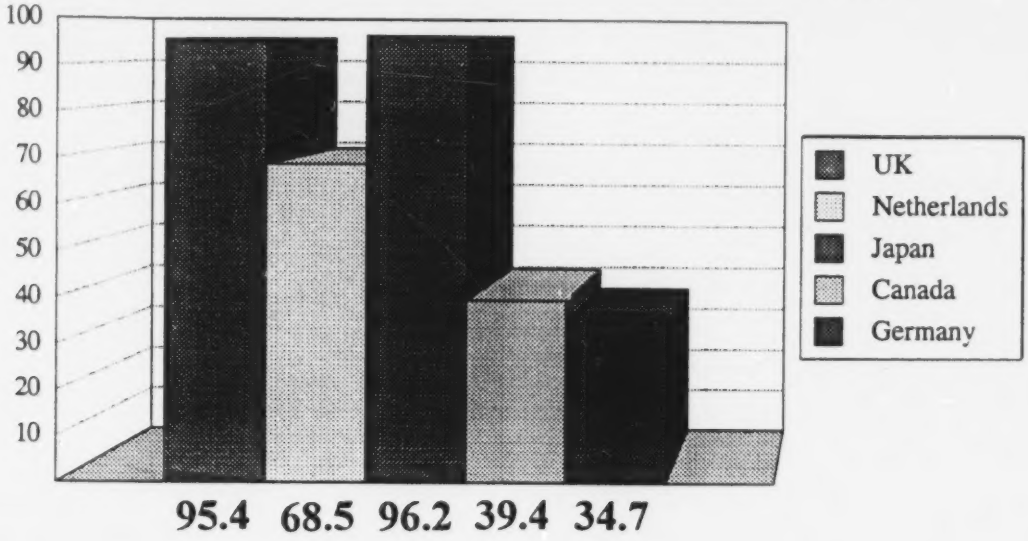
- relative U.S. political and economic stability in the world
- size and strength of the U.S. economy
- emergence of large companies based abroad with the resources to become active multinational corporations
- relatively non-restrictive U.S. policy toward foreign direct investment
- low value of the dollar during the period of the late 1970s/early 1980s

Next, make a transparency of Teacher Resource 3.1, "Foreign Direct Investment." Discuss the data showing which countries are making the most foreign direct investment in the United States and how rapidly Japanese direct investments in the United States have increased since 1980.

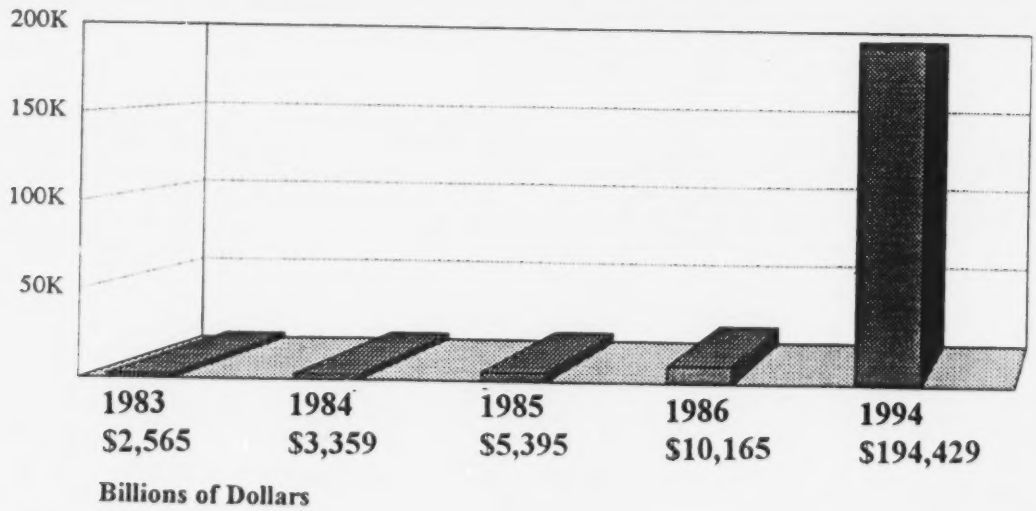
Investors and businesses of other countries also sell products (and in many cases have manufacturing plants) in Japan. Many foreign businesses command a major share of the large Japanese market (with a population of approximately 125 million). Share with the students the U.S. companies and their percentage shares of the Japanese market by showing a transparency of Teacher Resource 3.2, "Japan's Top 20 Foreign-Affiliated Firms."

FOREIGN DIRECT INVESTMENT IN THE UNITED STATES

OUTSTANDING DIRECT INVESTMENTS IN THE U.S. AT THE END OF 1993



DIRECT INVESTMENTS IN THE U.S. BY JAPANESE COMPANIES



JAPAN'S TOP 20 FOREIGN-AFFILIATED FIRMS (1993)

RANK	FIRM	PARENT COMPANY	INCOME *Millions of Yen*
1	Coca-Cola Export Corp. (U.S.)	The Coca-Cola Export Corp. (U.S.)	56,221
2	Tonen Corp.	Esso Eastern Inc./Mobile Petroleum Co., Inc. (U.S.)	35,916
3	Amway (Japan), Ltd.	Amway International, Inc. (U.S.)	35,176
4	Fuji Xerox Co., K.K.	Rank Xerox, Ltd. (U.K.)	33,793
5	General Sekiyu K.K.	Esso Eastern, Inc. (U.S.)	30,403
6	Esso Sekiyu K.K.	Esso Eastern, Inc. (U.S.)	29,859
7	Mobil Sekiyu K.K.	Mobil Petroleum Co., Inc. (U.S.)	21,377
8	American Life Insurance Co.*	American International Group, Inc. (U.S.)	18,401
9	Bayer Yakuhin, Ltd.	Bayer AG (Germany)	17,053
10	Banyu Pharmaceutical Co., Ltd.	Merck & Co. (U.S.)	17,033
11	Salomon Brothers Asia Ltd., Tokyo Branch**	Salomon, Inc. (U.S.)	13,997
12	AIU Insurance Co.*	American International Group, Inc. (U.S.)	13,680
13	Sumitomo 3M Ltd.	Minnesota Mining & Mfg. (U.S.)	12, 995
14	Nippon Petroleum Refining Co., Ltd.	Caltex Petroleum Corp. (U.S.)	11,963
15	Dainabot Co., Ltd.	Abbott Laboratories (U.S.)	11,275
16	Pfizer Pharmaceuticals, Inc.	Pfizer International, Inc. (U.S.)	10,310
17	McDonald's Co. (Japan), Ltd.	McDonald's Corp. (U.S.)	10,239
18	NDK Corp.	Freudenberg Beteligungs GmbH (Germany)	9,802
19	Showa Shell Sekiyu K.K.	The Shell Petroleum Co., Ltd. (U.K.)	9,736
20	Intel Japan K.K.	Intel Corp. (U.S.)	9,600

**Branch of U.S. corporation*
***Branch of U.S. affiliation corporation in Hong Kong*

Source: The Weekly Toyo Keizai, May 28, 1994

TOPIC 3

JAPAN AND GEORGIA: ECONOMIC COMPETITORS

Lesson 2

What is meant by balance of payments?

LESSON OBJECTIVE

The student will differentiate between credits and debits on a balance of payments sheet.

MATERIALS AND RESOURCES

❑ Worksheet 3.1 "Balance of Payments"

STRATEGIES

Explain the concept of balance of payments to students using the following situation: At times in your life you will be paying out more than you are taking in and at other times you will be receiving more than you are paying out. You can keep track of these flows of receipts and expenses with a simple balance of payments account or statement sheet. It would show the amounts you are earning (credits or receipts from others) and the amounts you are paying out for goods and services (debits or payments to others). A nation's balance of payments account or statement also shows how it has managed its receipts and expenditures. The balance of payments statement cannot by itself show whether a nation is having a balance of payments problem; it is only a history of a nation's international transactions for a period of time.

> From *Economics: An Introduction to the World Around You*, Dennis Weidenaar and Emanuel Weiler (Addison-Wesley Publishing Company, 1976), pp. 400-402.

Distribute copies of Worksheet 3.1, "Balance of Payments," to students. Review the directions and give several examples to be sure students know the difference between credits and debits (e.g., if a grocery store in Macon buys $500 worth of food products from a firm in Osaka, Japan, it would be a debit because it would be a payment to a foreigner; if a Japanese bank invests $1 million in a Dalton carpet company it would be a credit because it represents a receipt from foreigners to the United States). After students have finished, go over their responses and clarify any questions or problems. Conclude this part of the lesson by pointing out that countries do not generally barter goods or services; instead they (or manufacturers or providers of services) sell exports (for which they receive dollars) and buy imports (for which they pay in the currencies of the countries from which they buy). A country's balance of payments statement is simply a means of keeping records of the values of these inflows and outflows.

BALANCE OF PAYMENTS WORKSHEET

Read each of the transactions described below. If the transaction results in a credit, place an X in the credits column. If the transaction results in a debit, place an X in the debits column.

	CREDIT	DEBIT
1. An Atlanta camera store buys $10,000 worth of Japanese-made cameras.	_____	_____
2. A Tokyo bank buys $1,000,000 of Coca-Cola stock.	_____	_____
3. A Savannah investor receives $5,000 in dividends from a stock holding in Yokohama, Japan.	_____	_____
4. Panasonic sells $100 million of Japanese-made electronics goods to Georgians.	_____	_____
5. A student from Sapporo, Japan, pays $2,000 in tuition for a year of study at the University of Georgia in Athens.	_____	_____
6. Georgia business representatives spend $125,000 while on a two-week trade mission to Japan.	_____	_____
7. A food producer in Japan buys $500,000 of peanuts from a farmer in Americus.	_____	_____
8. You buy a $40 tape player made in Japan.	_____	_____
9. Coca-Cola bottlers in Japan buy $5 million in concentrate for the production of soft drinks.	_____	_____
10. A man in Augusta buys $3,000 worth of stock in a Japanese automobile manufacturer.	_____	_____
11. A Japanese tourist spends $3,000 on a one-week vacation on Jekyll Island.	_____	_____
12. The Japanese government buys $400 million worth of airplanes from Lockheed-Georgia.	_____	_____

BALANCE OF PAYMENTS WORKSHEET

Read each of the transactions described below. If the transaction results in a credit, place an X in the credits column. If the transaction results in a debit, place an X in the debits column.

	CREDIT	DEBIT
1. An Atlanta camera store buys $10,000 worth of Japanese-made cameras.		X
2. A Tokyo bank buys $1,000,000 of Coca-Cola stock.	X	
3. A Savannah investor receives $5,000 in dividends from a stock holding in Yokohama, Japan.	X	
4. Panasonic sells $100 million of Japanese-made electronics goods to Georgians.		X
5. A student from Sapporo, Japan, pays $2,000 in tuition for a year of study at the University of Georgia in Athens.	X	
6. Georgia business representatives spend $125,000 while on a two-week trade mission to Japan.		X
7. A food producer in Japan buys $500,000 of peanuts from a farmer in Americus.	X	
8. You buy a $40 tape player made in Japan.		X
9. Coca-Cola bottlers in Japan buy $5 million in concentrate for the production of soft drinks.	X	
10. A man in Augusta buys $3,000 worth of stock in a Japanese automobile manufacturer.		X
11. A Japanese tourist spends $3,000 on a one-week vacation on Jekyll Island.	X	
12. The Japanese government buys $400 million worth of airplanes from Lockheed-Georgia.	X	

TOPIC 4

JAPANESE ECONOMIC INFLUENCE IN THE SOUTHEAST

Lesson 1

What is the extent of Japanese business activity in Georgia?

LESSON OBJECTIVE

The student will identify Georgia as the southeastern state having the most Japanese firms, offices, and subsidiaries and Atlanta as the metropolitan area having a large majority of those Georgia firms.

MATERIALS AND RESOURCES

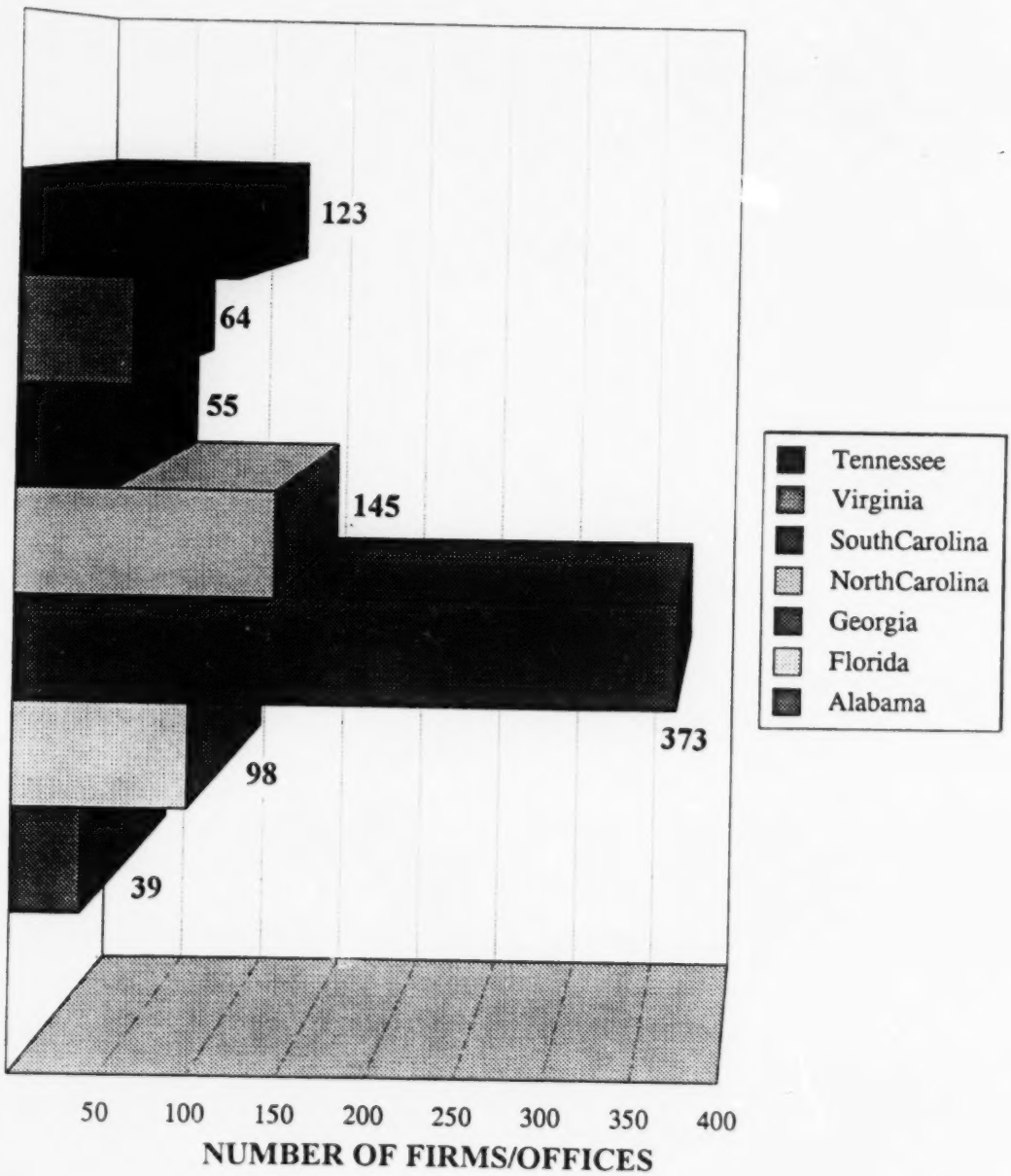
❑ Teacher Resource 4.1 "Japanese Firms and Offices in the Southeast"

STRATEGIES

As of 1995, there were a total of 897 Japanese firms, offices, or subsidiaries in the six southeastern United States. Show the class a transparency of Teacher Resource 4.1, Japanese Firms and Offices in the Southeast" which illustrated the number located in each of the six states. Be sure that students are aware that Georgia leads these six states in the number of Japanese firms located within her borders; as of 1995 these firms employed almost 121,000 people. Three-hundred and seventy-three of these firms, employing over 25,000 people, are located in Georgia. Of all the states in the United States, Georgia ranks second in the number of Japanese concerns in the states; only California has more.

Have students hypothesize as to why more Japanese firms have located in Georgia than other southeastern states. (Some reasons might include: strategic location for distribution to other states, better recruiting of Japanese firms by local and state government officials, favorable tax rates, work ethic of people, population base and consumer base, advantage of the large population center of the Atlanta metropolitan area, etc.) Ask, "How would we determine if our hypotheses are correct? What sources of information might we consult?" *[Lessons 2 and 3 in this section will guide students to answers to these questions.]*

JAPANESE FIRMS AND OFFICES IN THE SOUTHEAST



TOPIC 4

JAPANESE ECONOMIC INFLUENCE IN THE SOUTHEAST

Lesson 2

Where are Japanese firms located in Georgia?

LESSON OBJECTIVE

The student will identify those areas in Georgia where Japanese firms are located.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 4.2 "Japanese Firms in Georgia Outside Atlanta"
- ❑ Georgia highway map (available free from the Georgia Department of Transportation)
- ❑ scissors, push-pins
- ❑ Teacher Resource 4.3 "Japanese Firms in Metropolitan Atlanta"

STRATEGIES

Japanese firms have been attracted to Georgia for a variety of reasons. Some have chose metropolitan areas whereas others are located in more rural parts of the state. Access to transportation system, location of natural resources and availability of a trained workforce influence these decisions.

To help students visualize the extent of Japanese firms located in Georgia, the teacher should cut Handout 4.2, "Japanese Firms in Georgia Outside Atlanta," into strips showing the individual businesses. Next, provide each student with a push-pin and one or more of the strips. Students should place the slip on the highway map which has been mounted on the bulletin board. This will provide a visual display of the physical location of the firm. When students finish, lead a discussion using the following questions.

- Why do you think these firms located outside the metropolitan Atlanta area?
- What do their locations have in common?
- Did natural resources help determine any of these firms' locations?
- Of the three Fall Line cities, which are sites for Japanese-owned firms? What do these firms produce? Relate these products to the early products produced in Fall Line cities.

This activity can be repeated using Teacher Resource 4.3 and a map of metropolitan Atlanta acquired from a bookstore, gasoline station, or the Atlanta Chamber or Commerce. When they complete the Atlanta are map, ask students "Why do you think so many of the Japanese firms in Georgia chose to locate in the metropolitan Atlanta area?" Conclude the lesson by asking

students to generate a list of the types of Japanese businesses that might also move to Georgia in the wake of the establishment of several manufacturing plants (Answer - Japanese banks; insurance companies; airlines and shipping companies; food stores; translation, typesetting and printing services; real estate investment companies, etc.).

JAPANESE FIRMS IN GEORGIA OUTSIDE ATLANTA

A T & T Fitel
Carrollton
Fiber Optic Cables, Strands, and Cord

Amada Mfg. America, Inc.
Covington
Metal Working Machinery

Bridgestone Sports (USA), Inc.
Covington
Golf Equipment

Denon Digital Industries, Inc.
Madison
Compact Audio Discs, CD Rom

Freudenberg-NOK General Partnership
LaGrange
Oil Sealing Devices

Freudenberg-NOK General Partnership
Cleveland
Oil Seals, Dust Covers

Fuji Vegetable Oil
Savannah
Vegetable Oils

Helena Chemical Co.
Douglas
Agricultural Chemicals & Processing

Helena Chemical Co.
Cordele
Agricultural Chemicals & Processing

Helena Chemical Co.
Moultrie
Agricultural Chemicals & Processing

Helena Chemical Co.
Cordele
Agricultural Chemicals & Processing

Helena Chemical Co.
Statesboro
Agricultural Chemicals & Processing

Helena Chemical Co.
Wrightsville
Agricultural Chemicals & Processing

Helena Chemical Co.
Waynesboro
Agricultural Chemicals & Processing

Helena Chemical Co.
Vidette
Agricultural Chemicals & Processing

Helena Chemical Co.
Albany
Agricultural Chemicals & Processing

Helena Chemical Co.
Albany
Agricultural Chemicals & Processing

Hibino Corp. of America
Gainsville
Die-Cast & Plastic Power Tool Parts

Hokushin Corp.
Conyers
Precision Rubber Based Products

Hoover Precision Products
Cumming
Steel Balls

Hoshizaki America
Peachtree City
Commercial Ice Machines

IKKA Technology, Inc.
Villa Rica
Injection Molding of Plastic Parts

Inflation Systems, Inc.
LaGrange
Gas Generators for Air Bags

INX International Ink Co.
Austell
Printing Ink

Johnson Yokogawa Corp.
Newnan
Control Systems

Kanebo Spinning, Inc.
Tifton
Combed Cotton & Polyester Blended Yarn

Katsushiro Rome Corp.
Rome
Steel Fabrication

Kawaskai Loaders Mfg. Corp. USA
Newnan
Front End Loaders

Kimoto Tech, Inc.
Cedartown
Graphic Arts & Reproduction Film

Komatsu Forklift USA Inc.
Covington
Forklifts

Kubota Mfg. of America
Gainesville
Lawn Tractors & Front End Loaders

LioChem, Inc.
Conyers
Gravure Ink/Plastic Colorant/Adhesives

Matsushita Comm. Ind. Corp. of America
Peachtree City
Telecommunications Equipment

Matsushita Storage Battery
Columbus
Sealed Lead-Acid Batteries

Matsushita -Ultra Tech. Battery Corp.
Columbus
Dry celled Batteries

Maxell Corp. of America
Conyers
Video Cassette Tapes

Mitsubishi Consumer Elec. Amer., Inc.
Braselton
Large Screen Color Televisions

Mitsubishi Consumer Elec. Amer., Inc.
Braselton
Cellular Mobile Telephones

Mitsubishi Motor Sales of America
Lithia Springs
Motor Vehicle Parts

Munekata America, Inc.
Dalton
Molded Plastic Products for Electronics

Murata Electronics North America, Inc.
Rockmart
Capacitors

NACOM
Griffin
Automobile Electronics

Nakanishi Mfg. Corp.
Winterville
Bearing Retainers & Parts

NEC Technologies, Inc.
McDonough
Monitors/Car Electronics

Nippon Express USA, Inc.
Savannah
Ar/Ocean Cargo Transportation

Noritake Co., Inc.
Port Wentworth
Chinaware, Crystal Stems & Holloware

Nymitech Nypro, Georgia
Albany
Injection Molded Plastic Products

JAPANESE FIRMS IN GEORGIA OUTSIDE ATLANTA

Oki Semiconductor, Inc.
Morrow
Semiconductor memory Chips

Oneda Corp.
Columbus
Die Making (tooling) & Metal Stamping

Piolax Corp.
Canton
Plastic Auto Fasteners & Mech. Springs

Polychrome Corp.
Columbus
Lithographic Printing Plates

Reichhold Chemical, Inc.
Chickamauga
SBR Latex

Rheem Manufacturing Co.
Milledgeville
Air Conditioning & Heating Units

Rinnai America Corp.
LaGrange
Radiant Room/.Heaters/Cooking Parts

Sekisui Jushi America
Cartersville
Plastic Stripping

Sheraton Savannah Resort
Savannah
Hotel Facilities

Sony Corporation of America
Norcross
Video & Audio Equipment

Swift Spinning Mills, Inc.
Columbus
Apparel Yarn

SWM-Georgia, LLC
Dalton
Automobile Parts

Takahashi Works USA, Inc.
Conyers
Cabs for Construction Machinery

TDK Components USA, Inc.
Peachtree City
Chip Capacitors

TDK Electronics Corp.
Peachtree City
Video Cassette Tapes

Texprint (Georgia), Inc.
Macon
Textile Commission Printing

TKG International Corp.
Macon
Screen Engraving for Textile Printing

TNS Mills, Inc.
Lavonia
Cotton & Polyster Thread

Toppan Interamerica, Inc.
McDonough
Printed Decorative Paper

UARCO Inc.
Toccoa
Continuous Business Forms

US Amada, Ltd.
Covington
Machine Tools

Wada Metal of America Corp.
Rome
Precision Sheet Metal

Yamaha Motor Mfg.
Newnan
Motorcycle/Marine/Golf Car Parts

Yamaha Music Mfg., Inc.
Thomaston
Wholesale Music Equipment

YDK America, Inc.
Canton
EMI Shielding

YKK (U.S.A.) Inc.
Macon
Zippers, Buckles, Webbing, Hooks/Loops

YKK AP America, Inc.
Dublin
Aluminum Door & Window Frames

Yokohama Tire Corp.
Suwannee
Tires

Yokogawa Corp. of America
Newnan
Meters, Detectors & Monitors

ZUA Autoparts, Inc.
Oakwood
Power Steering Pumps

JAPANESE FIRMS IN METROPOLITAN ATLANTA

Amdahl, Ltd.
Atlanta
Mainframe Computers, Storage Systems

American Honda Finance Co., Inc.
Roswell
Retail & Wholeslae Auto Financing

American Honda Motor Co., Inc.- Power Equipment
Duluth
Power Equipment

American Honda Motor Co., Inc. - Rider Ed.
Alpharetta
Motorcycle & ATV Training/Zone Sales

American Honda Motor Co., Inc.
Alpharetta
Power Equipment

American Isuzu Motors, Inc.
Roswell
Automobiles & Accessories

American Suzuki Motor Corp.
Atlanta
Auto/Motorcycle/Outboard Motor Parts

American Tombow, Inc.
Norcross
Writing Instruments

Amitech, Inc.
Marietta
Plastic Video Components & Parts

Amoco Nisseki CLAF, Inc.
Atlanta
Non-Woven Fabric

Anritsu Wiltron Sales Co.
Norcross
Telecom. Test Equip./Fiber Optic Instr.

Aromat Corporation
Norcross
Electronic Components

Asahi, Inc.
Lawrenceville
Athletic Shoes

Asano America, Inc.
Lawrenceville
Gear Components, Machinery

Atlanta Precision Molding Co., Ltd.
Duluth
Jewel Cases and Trays

AucNet USA, Inc.
Atlanta
Satellite Automobile Auction

Bank of Tokyo-Mitsubishi, Ltd. Atlanta Agency
Atlanta
Banking Services

Berlitz Language Center
Atlanta
Language Instruction & Translation

Bridgestone Firestone Inc.
Norcross
Tires & Tubes

Brother International Corp.
Roswell
Typewriters, Printers & Sewing Machines

Byokane (U.S.A.) Corp.
Norcross
Precision Metal Fasteners

Calsak Corp.
Norcross
Plastics Distribution

Canon USA
Norcross
Business Pdts. & Photographic Equip.

Citadel Corp.
Norcross
Gen. Contracting & Construction Mgmt.

Crystal Springs Water Co.
Mableton
Bottled Water & Thirst Quenchers

Dai-Ichi Kangyo Bank, Ltd.
Atlanta
Banking Services

Daiwa Bank, Ltd.
Atlanta
Banking Services

Dentsu USA Inc.-Atlanta Office
Atlanta
Advertising Agency

Diamonds USA Inc. (Canterbury Golf Club)
Marietta
Golf Course Operation

Dunlop Tire Corp.
Duluth
Tires & Rubber Products

Enplas (USA), Inc.
Marietta
Precision Plastic Parts

Epson America
Norcross
Computers and Printers

Fanuc USA Corp.
Marietta
Computer Components

Fuji Bank, Ltd.
Atlanta
Banking Services

Fuji Development USA, Ltd.
Alpharetta
Golf Club & Residential Development

Fuji Photo Film USA, Inc.
Duluth
Cameras, Film & Audio/Videotape

Fujikura America, Inc.
Atlanta
Electrical Wires & Cables, Elec. Comp.

Fujitsu Business Comm. Systems, Inc.
Atlanta
PBX, Messaging Pdts., Video Conf.

Fujitsu Microelectronics, Inc.-Comp. Div
Norcross
Electronmechanical Components

Fujitsu Microelectronics, Inc.
Norcross
Integrated Circuits

Fujitsu Network Transmission Systems
Atlanta 30309
Telecommunications Equipment

Furukawa Electric America, Inc.
Peachtree City
Computer & Electronics Cables/Wires

GE-Hitachi HVB, Inc.
Norcross
Circuit Breakers

Georgian Terrace
Atlanta
Apartments, Function Halls & Museum

Globe Fasteners Corp.
Atlanta
Steel Fastners

Glory (USA),Inc.
Marietta
Money Counting Machines

Furukawa Electric America, Inc.
Peachtree City
Computer & Electronics Cables/Wires

JAPANESE FIRMS IN METROPOLITAN ATLANTA

GE-Hitachi HVB, Inc.
Norcross
Circuit Breakers

Georgian Terrace
Atlanta
Apartments, Function Halls & Museum

Globe Fasteners Corp.
Atlanta
Steel Fastners

Glory (USA),Inc.
Marietta
Money Counting Machines

GST Corp.
Atlanta
Intermodal Sales & Operations

Hankyu Int'l Transport (USA), Inc.
Atlanta
Air Freight Forwarder

Himac, Inc.
Atlanta
Vacuum Metalized Film

Hitachi America, Ltd.
Norcross
Display Technologies

Hitachi Denshi America, Ltd.
Atlanta
Professional TV Products

Hitachi Home Electronics (America), Inc.
Norcross
Home Entertainment Products

Hitachi Koki, USA, Ltd.
Norcross
Power Tools

Hitachi Maxco, Ltd.
Kennesaw30144
Power Transmission Chaines & Carpet

Hitachi Telecom (USA), Inc.
Norcross
Telecommunications Equipment

Hitachi Transport System (America), Ltd.
Norcross
Freight Forwarding, Logistics

Hitachi Transport System (America), Ltd.
Norcross
Logistic Service

Hotel Nikko Atlanta
Atlanta
Hotel Management

Ichikawa North America, Inc.
Marietta
Industrial Felts

IKO International, Inc.
Duluth
Bearings, Cams, Rod Ends, Linear Motion

Industrial Bank of Japan, Ltd.
Atlanta
Banking Services

Industrial Developments International
Suwanee
Real Estate Development

Itochu International Inc.
Atlanta
Steel Products

Iwata Bolt USA, Inc.
East Point
Metric Fasteners

Japan Airlines Co., Ltd.
Atlanta
Airline

Japan Airlines Co., Ltd.
Atlanta
Int'l Cargo & Air Transportation

Japan Airlines Co., Ltd.
Atlanta
Airline Passenger Operations

Japan Pulp & Paper (U.S.A.)
Tucker
Fax Paper/Barcode Ribbions/Stationary

Japanese Embroidery Center: Kurenai-Kai
Dunwoody
Embroidery Design Studio & Classes

JBTV International, Inc.
Atlanta
Television Broadcasting

JEOL (USA), Inc.
East Point
Electronic Microscopes

JFC International, Inc.
Norcross
Oreintal & Domestic Foods

JSW Plastics Machinery Inc.
Marietta
Injection Molding Machines

Juki America
Suwanee
Industrial Sewing Machines

JVC Co. of America
Lawrenceville
Consumer Electronics Pdts.

K Line Air Service (USA)
Forest Park
Int'l Freign Forwarder

K Line America, Inc.
Marietta
Import/Export Containers

Kajima International, Inc.
Atlanta
Design & Construction

Kamogawa, Ltd.
Atlanta
Restaurant

KASCO Corp. of America
Tucker
Golf Equipment

Kato Spring of Georgia, Inc.
Duluth
Precision Springs/Punch Press/Shutters

Kawasaki Motors Corp.
Atlanta
Motorcycle Products & Parts

KBK, Inc. (New York)
Atlanta
Import/Export Trading

KG Specialty Steel, Inc.
Suwanee
Stainless Steel Products

KGK International Corp.
Norcross
Machine tools

Kikkoman International, Inc.
Tucker
Food Products

Kimoto USA, Inc.
Kennesaw
Graphic Art Masking Film & Other Films

Kintetsu World Express (USA), Inc.
Atlanta
Int'l Freight Forwarder

KOA Management Services, Inc.
Atlanta
Insurance

Kobelco Const. Machinery (USA), Inc.
Calhoun30701
Hydraulic Excavators

Kohl & Madden Printing Ink Corp.
Atlanta
Printing Ink

Komatsu Dresser Co.
Norcross
Construction Equipment & Parts

JAPANESE FIRMS IN METROPOLITAN ATLANTA

Komatsu Zenoah America, Inc
Norcross
Outdoor Power Eqp./Small Const. Mach

Konica Business Machines USA, Inc.
Atlanta
Copiers & Facsimiles

Konica Distribution Network
Norcross
Medical Prdt. & Photo Sensitive Paper

Konica Imaging USA, Inc.
Marietta
Cameras, Film & Photo Processing Suppl.

Kubota Tractor Corp.
Lawn Tractors & Front End Loaders

Kyocera Engineered Ceramics, Inc.
Atlanta
Cutting Tools & Ind. Ceramic Parts

Long-Term Credit Bank of Japan, Ltd.
Atlanta
Banking Services

Lynics International Corp.
Atlanta
Antennas/Microwave Conc.

Mack Truck Sales/Mitsubishi Trucks
Atlanta
Trucks & Truck Parts-Sales & Service

Makita Corp. of America
Buford
Corded & Cordless Power Tools

Makita USA, Inc.
Duluth
Industrial Power tools

Marubeni America Corp.
Atlanta
Int'l Trading Co.

Maruman Golf USA, Inc.
Norcross GA
Golf Equipment

Matheson Gas Products
Morrow
Gas & Gas Mixtures

Matsushita Comm. Ind. Corp. of America
Alpharetta
Telecommunications Equipment

Matsushita Electric Corp./Panasonic
Suwanee
Consumer & Industrial Electronics

Mazak Corp.
College Park
CNC Lathes & Machining Center

MG International, Inc.
Powder Springs
Plastic Injection Molding

Minolta Business Systems, Inc.
Norcross
Business Equipment

Minolta Corp.-Photo Systems
Norcross
Cameras, Reader Printers, Copiers

Mita Copystar America, Inc.
Norcross
Copy & Fascimile Machines

Mitrans Corp.
Atlanta
Int'l Freight Forwarder

Mitsubishi Consumer Elec. America Inc.
Norcross
Consumer Electronics

Mitsubishi International Corp.
Atlanta
Imports/Exports & Investments

Mitsubishi Materials U.S.A. Corp. (Atl.)
Norcross
Plastic Injection Molds

Mitsui & Co. (USA), Inc.
Marietta
Steel/Mach./Chems./Plastics/ Sundries

Mitsui Foods, Inc.
Roswell 30075
Imported Canned Seafood & Fruit

Mitsui O.S.K. Lines (America) Inc.
Atlanta, GA
Marine Transporation

Mitsui Soko (USA), Inc.
Atlanta
Int'l Transportation

Mizuno USA
Norcross
Golf Equipment

MO Air International, Inc.
Atlanta
Int'l Air/Ocean Freight Forwarder

Murai Associates, Inc.
Atlanta
Investment Svcs. & Consulting

Murata Electronics North America, Inc.
Smryna
Capacitors

Nankai Transport Int'l. (USA) Inc.
College Park
Freight Forwardeing

NEC America, Inc.-Corp. Sales Div.
Atlanta
Computer & Telecommunications Equip.

NEC Business Comm. Systs. (East) Inc.
Atlanta
Telephone Systems

NEC Electronic, Inc.
Norcross
Semi-Conductors

NEC Technologies, Inc.
Atlanta
Lap-Top Computers/PCs/Monitors

NGK-Locke, Inc.
Atlanta
Porcelain Electrical Insulators

NHK
Atlanta
Television Broadcasting

Nikon, Inc.
Norcross
Camera Equipment

Nippoly America Corp.
Atlanta
Chemical Products

Nippon America Consultants
Norcross
Business Consultants

Nippon Cargo Airlines
Atlanta
Int'l Freight Transportation

Nippon Express USA, Inc.
Atlanta
Air/Ocean Cargo Trans./Customs Broker

Nippon Managment Corporation
Atlanta
Management Service

JAPANESE FIRMS IN METROPOLITAN ATLANTA

Nippon Travel Agency Pacific, Inc.
Atlanta
Travel Agency

Nissan Fire & Marine Ins. Co., Ltd.
Atlanta
Insurance

Nissei America, Inc.
Marietta
Injection Molding Machinery

Nissei ASB Co.
Atlanta
Blow Molding Machines

Nissei Sangyo America, Ltd.
Tucker
Electronic Components

Nissho Iwai American Corp.
Atlanta
Metals, Machinery, Textiles, Commodities

Nissin International Transport USA, Inc.
Lawrenceville
Freight Forwarder Air & Sea

Nissin International Transport USA, Inc.
Atlanta
Distribution Services

Nitta Corporation of America
Duluth
Power Transmission Flat/Conveyor Belts

NNR Aircargo Service (USA), Inc.
Forest Park
Freight Forwarder

Noritake Co., Inc.
Atlanta
Chinaware, Crystal Stems & Holloware

NSK Corp.-Bearing Div.
Atlanta
Ball Bearings

NTN Bearing Corp.
Norcross
Precision Rolling Bearings

NYK Line (North America), Inc.
Atlanta
Int'l Transporation

Obayashi Corp.
Norcross
Design-Build Construction

OCS America, Inc.
Atlanta
Wrldwide Courier

Oki Telecom
Swuanee
Semiconductor Memory Chips

Olympus America Inc.
Roswell
Video & Fiberoptic Endoscopes

Omron Electronics, Inc.
Atlanta
Relays & Switches

Omron Electronics, Inc.
Norcross
Factory Automation Pdts. & Controllers

Pacific Basin International, Ltd.
Roswell
Pulp & Paper Industry Consultants

Panasonic Copier Co.
Norcross
Copiers

Pioneer Electronics USA, Inc.
Roswell
Home Hi-Fi, Videos, Svc. & Training

Polychrome Corp.
Norcross
Lithographic Printing Plates

Restaurant Suntory Atlanta
Atlanta
Restaurant

Rhythm U.S.A. Inc.
Atlanta
Clocks

Ricoh Corp.
Norcross
Copiers & Fascimiles

Ricoh Electronics, Inc.
Lawrenceville
Toner, Cartidges, Thermal Label Paper

Rikei Corp. of America
Norcross
Electronic Components

Sakata Inx USA Corp., Atlanta Branch
Atlanta
Circuit Bd. Assembly, Elec. Components

Sakura Bank, Ltd.
Atlanta
Banking Services

Sankei Travel of Atlanta
Atlanta
Travel Agency

Sanwa Bank, Ltd.
Atlanta
Banking Services

Sanyo Energy (U.S.A.) Corp.
Norcross
Batteries & Charger Chips

Sanyo Fisher Service Corp.
Norcross
Consumer Electronics & Service

Sapporo USA, Inc.
Marietta
Imported Draft Beer

Sato Kogyo USA America Corp.
Atlanta
Hotel Management

Satori Electric (America), Inc.
Norcross
LEDs/Switches/Connectors/Capacitors

Scripto-Tokai
Lawrenceville
Lighters & Writing Instruments

Seibu Transportation Co., Ltd.
College Park
Freight Forwarder

Seigakuin Atlanta International School
Atlanta
Kindergarten, Elem. & Jr. High School

Seino America, Inc.
Forest Park
Int'l Freight Forwarder/Customs Broker

Sharp Electronics Corp.
Lawrenceville
Electronic Products

SHI Plastics Machinery Inc. of America
Norcross
Plastic Injection Molding Machines

Shibamoto America, Inc.
Doraville
Trading Company

Shimadzu Scientific Instruments
Norcross
Scientific Instruments

Shimizu America Corp.
Marietta
General Contractor

JAPANESE FIRMS IN METROPOLITAN ATLANTA

Sony Electronics Inc.
Atlanta
Video, Audio Equip & Recording Media

Sony Music Entertainment Inc.
Carrollton
Audio & Video Cassettes, Compact Discs

Sony Service Ctr./Sony Electronics Inc.
Atlanta
Video & Audio Equipment (Services)

SPC Electronics America, Inc.
Norcross
Comm. Sys & Semiconductor Mfg. Eqp.

Sporting Club at Windy Hill
Atlanta
Sporting Club

Subaru of America, Inc.
Austell
Parts Distribution Center

Sumikin Bussan International Corp.
Norcross
Textile & Apparel Exports

Sumitomo Bank, Ltd., The
Atlanta
Banking Services

Sumitomo Corp. of America
Atlanta
Import/Export & REs/Dev.

Sumitomo Life Ins. Agency America, Inc.
Atlanta
Insurance Broker, Consultants

Sumitomo Marine & Fire Ins. Co.
Atlanta
Insurance

Sumitomo Warehouse (USA), Inc.
Atlanta
Freight Forwarder

Sun Carpet America, Inc.
Marietta
Carpet Importing & Exporting

Sun Chemical Corp.
Marietta
Organic Pigment & Aqueous Dispersions

Sun Chemical, General Printing Ink Div.
Atlanta
Inks

Sun International Travel/JALPAK
Norcross
Travel Agency

Sunrise Air Service, Inc.
Norcross
Travel Agency

Suntory Water Group, Inc.
Atlanta
Bottled Water & Beverages

Suwaso Corp. (Metro Club of Atlanta)
Lithonia
Golf & Tennis Operation

Swift Adhesives & Coatings Div. Eschem
Tucker
Starch & Synthetic Resins

Taisho Marine & Fire Ins. Co. of America
Atlanta
Insurance

Takenaka International (USA), Ltd.
Atlanta
Design & General Contractor

Takeuchi Mfg. (US)
Atlanta
Wholesale Construction Equipment

TEC America, Inc.
Atlanta
Elec. Cash Registers, Scales & Printers

Teijin America, Inc.
Atlanta
Mkt. Research of Plastic Film/PET film

Teijin-Dupont Films, Inc.
Atlanta
Polyester Film for Audio/Video Tapes

THK America, Inc.
Norcross
Linear Motion Sys./Ball Screws & Splines

Three Bond (U.S.A.), Inc.
Atlanta
Sealants, Adhesives & Coatings

Toin Corp. USA
Atlanta
Packaging & Labels

Tokai Bank, Ltd. Atlanta Agency
Atlanta
Banking Services

Tokio Marine Management
Atlanta
Property & Casualty Insurance

Tokuden, Inc.
Norcross
Induction Heated Jacket Rolls

Tomen America, Inc.
Norcross
Machines, Lumber & Travel Trailers

Toray Plastics (America), Inc.
Alpharetta
Plastic Materials

Toshiba America Medical Systems, Inc.
Duluth
Diagnostic Imaging Equipment

Toshiba International Corp., Div. Toshiba America
Roswell
Electrical Equipment

TOSOH USA, Inc.
Atlanta
Speciality Chemicals

Toto Industries (Atlanta), Inc.
Atlanta
Bathroom Fixtures

Toyo Tire (USA) Corp.
Austell
Wholesale Tires

Trax, Inc.
Atlanta
New/Used Construction Machinery

TV Asahi
Atlanta
TV Broadcasting & Reporting

U. S. Amatake Inc.
Atlanta
Chicken

U. S. Tsubaki
Atlanta
Chains & Sprockets

Unistar
Atlanta
Freight Forwarder

JAPANESE FIRMS IN METROPOLITAN ATLANTA

Velbon International Corp.
Norcross
Photographic & Video Tripods

Verbatim Corp.
Snellville
Electronic Computing Equip.

Vie de France Bakery Yamazaki, Inc.
Atlanta
French Bakery Products

West-Spec Corp.
Lawrenceville
Non-Ferrous Nuts & Bolts

Wilsey Foods, Inc.
Atlanta
Salad Dressing & Mayonnaise

Yamaha Motor Corp.-Parts & Accs. Div.
Atlanta
Motorcycle/Marine/Golf Car Parts

Yamato Transport USA, Inc.
Atlanta
Freight Forwarder

Yasuda Fire & Marine Ins. Co.
Atlanta
Banking Services

Yasuda Trust & Banking Co., Ltd.
Atlanta
Banking Services

Y E Data
Atlanta
Computer Peripherals

YFC (USA), Inc.
Tucker
Transportation Service

YKK (U.S.A.) Inc.
Marietta
Zippers, Closures & Alum. Bldg. Pdts.

YKK AP America, Inc.
Atlanta
Aluminum Door & Window Frames

Yokohama Tire Corp.
Suwanee
Tires

Yomiuri Shimbun, The/Yomiuri News, Inc.
Atlanta
Sports News Bureau

Yuasa Exide, Inc.
Norcross
Electric Storage Batteries

Yusen Air & Sea Service (USA), Inc.
Atlanta
Freight Forwarder/Customs Broker

Zett U.S.A., Inc.
Norcross
Baseball Equipment

TOPIC 4

JAPANESE ECONOMIC INFLUENCE IN THE SOUTHEAST

Lesson 3

How can Japanese industry be attracted to your hometown?

LESSON OBJECTIVE

The student will develop a brochure designed to entice a Japanese industry to locate a new plant in the students' home town or county.

MATERIALS AND RESOURCES

❑ Handout 4.1 "Design a Brochure"

STRATEGIES

The purpose of a brochure is to entice. In this lesson, students will design a brochure to entice a Japanese industry to locate in their home town and/or county by highlighting assets of the area. The teacher may wish to allow students to target their brochure at a specific Japanese industry (e.g., automobiles, televisions/electronics). If time allows, students can begin work in class. Most of the work should be completed as a homework assignment. Handout 4.1, "Design a Brochure," explains the development of the brochures. One completed work has been returned, the teacher may wish to display completed products on a bulletin board, allow students to present their work to the class orally, etc.

Some suggested requirements/ideas for the brochure include:

- use legal size unlined white paper
- fold paper so brochure will have six panels
- front cover should include name of state and home town and/or county
- other panels should include information about natural resources, recreation, education system, history, map of state (perhaps with inset map of the county/city), transportation, labor force, climate and other information the industry might find relevant).
- make the brochure colorful and make use of drawings and pictures

DESIGN A BROCHURE

Your task is to design a brochure which will entice a Japanese industry to locate in your town or county. The brochure should highlight assets of the local area and the state of Georgia. Use the ideas below in the development of your brochure.

1. Use legal size unlined white paper.

2. Fold the paper so that the brochure will have six panels.

3. The front cover should include the name of the state and the town and/or county.

4. Other panels should include information about natural resources, recreation, education system, history, map of state (perhaps with inset map of the county/city), transportation, labor force, climate and other information the industry might find relevant).

5. Make the brochure colorful and make use of drawings and pictures.

TOPIC 4

JAPANESE ECONOMIC INFLUENCE IN THE SOUTHEAST

Lesson 4

What is the impact of a Japanese business locating in your community?

LESSON OBJECTIVE

The student will identify changes which might result from a Japanese firm locating a manufacturing site in the local area.

MATERIALS AND RESOURCES

❑ Handout 4.2 "Yamaha Music Manufacturing"

STRATEGIES

"How would our community change if a Japanese firm were to build a manufacturing plant hiring 600 workers here?" Distribute Handout 4.2, "Yamaha Music Manufacturing," for students to read. In groups of 4-5 students each, have the class brainstorm a list of responses to the initial question. Each group should select a secretary to record the list of ideas generated. After approximately 10 minutes, have the groups take turns reported orally to the class. Record the responses on the chalkboard as the groups report. Next, help students see the "spin-offs," or other consequences, of changes they have identified (e.g., What other things might happen in the community if there is a sudden demand for more houses? What are the consequences of lower unemployment in the area? Have students give examples of how responses relate to one another and how one event can lead to others.

For each response listed on the board, have students rate the change as having a positive or negative impact on the local community.

YAMAHA MUSIC MANUFACTURING

In 1980, Yamaha Music Manufacturing began producing electronic organs in Thomaston, Georgia. Seven months later, they added professional speakers and amplifiers to their production schedule. In 1983 they began producing pianos, and in 1985 they added television cabinets.

When the company decided to open a plant in Georgia, piano sales in the United States had been steadily declining for ten years. Yamaha, however, has an excellent reputation for quality manufacturing, and felt that they could rely on a continuing strong market for their products.

Yamaha Music Manufacturing is a subsidiary of Yamaha International Corporation, a Japanese company. The company has been growing since in moved to Thomaston, and currently employs 230 people, seven of whom are Japanese. The population of Thomaston is 9,800.

According to Phil Leverett, the firm's administrative manager, Yamaha intended from the beginning to become a solid corporate citizen of the Thomaston area. Soon after the plant opened, the company planted several flowering cherry trees of the grounds of local schools and the civic center. They bought ads in football programs and high school yearbooks, and in 1985, donated $1,000 to each of the schools in the area. Because of the nature of their business, they wanted to encourage interest in music, so they donated a grand piano to the Thomaston/Upson Arts Council, and sponsored a series of free concerts.

At the plant, management strives to avoid any separation of cultures, and Japanese employees are encouraged to be part of the community. Their children attend local schools. Several wives of Japanese employees have joined the local garden club and have taught classes in Japanese flower arrangement. Some families have invited local residents into their homes for traditional Japanese holiday celebrations.

The Japanese families have experienced some difficulties, of course. Many of the women and children don't speak English when they arrive, so it's not easy for them to make friends quickly. The children must learn English before they can participate in school lessons and activities. Teachers plan special lessons for them, but even with special teaching, it often takes a year or so before they can speak and write well enough to be part of their class.

TOPIC 5

GEORGIA EXPORTS

Lesson 1

What areas of Georgia are dependent on exports to Japan?

LESSON OBJECTIVE

The student will name several major exports of Georgia and locate the general geographic area of the state with which each is identified.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 5.1 "Georgia, Japan Moving Closer Together"
- ❑ Handout 5.1 "Georgia's Major Products"
- ❑ Handout 5.2 "Georgia's Major Exports to Japan"

STRATEGIES

Although Georgia is located on the east coast of the United States, her economic ties with Japan are extensive. Read the information in Teacher Resource 5.1, "Georgia, Japan Moving Closer Together," to the class or distribute individual copies for silent reading. Direct students to differentiate between information they have already learned and new data as they read or listed to the article. In this way the handout can serve as a review of previously learned information. Tell the class that an editorial gives and opinion or point of view of the writer. Ask, "What is the writer of this editorial trying to tell the reader?"

Next, distribute copies of Handouts 5.1 and 5.2 to students. Ask students to find answers to the following questions.

- How many jobs in Georgia are directly and indirectly related to the export of manufactured goods?
- What are some of the major exports of Georgia? [Guide students in locating the general geographic locations of major export industries on the map of Georgia, Handout 5.2].

GEORGIA, JAPAN MOVING CLOSER TOGETHER

Listen up, fellow Georgians. We have a benefactor out there, 'way out there, showering use with investments, spinning off wealth, [and] creating jobs....

We're talking about Japan, Inc. If it is part of some U.S. problems -- and it is -- Americans ought to be made aware it is also part of some solutions.

Of all the 50 states only in California do Japanese concerns invest more money than they do in Georgia....

Now, how is it that Georgia, tucked away in it Southeastern Corner, has attracted such lucrative attention from the other side of the world? Dare we analyze our allure or should we just sit back and enjoy our good fortune?

Well, the good times won't keep rolling if we rest on our, uh, laurels. We're not unaware of what elements go to make up a favorable business climate.... The question is: What can Georgia, which has many of those elements in abundance, do to make the atmosphere even balmier?

For starters, Georgian can undertake a collective shift in our mind-set. The world shrinks daily and ... a region that had been a minor player in the Asian marketplace can think seriously about re-adjusting its sights. Hmm. Never mind geography; Georgia can become a Pacific power.

Excerpted from *The Atlanta Constitution*, December 9, 1985, page 2-A.

GEORGIA'S MAJOR PRODUCTS

BEST COPY AVAILABLE

GEORGIA'S MAJOR EXPORTS TO JAPAN (1995)

Agricultural Products	$204,086,861.00
Livestock	16,749,790.00
Forestry	1,587,492.00
Fishing and Hunting	1,198,054.00
Metalic Ores & Concentrates	7,749,336.00
Bituminous Coal & Lignite	4,440.00
Petroleum & Coal Products	92,848.00
Nonmetallic Minerals	466,640,492.00
Food Products	440,641,415.00
Tobacco Manugactures	937,953,113.00
Textile Mill Products	600,884,924.00
Apparel	370,986,762.00
Lumber & Wood	54,046,967.00
Furniture & Fixtures	28,981,847.00
Paper	1,475,240,065.00
Printing & Publishing	50,581,728.00
Chemicals	842,886,840.00
Petroleum Refining	6,108,192.00
Rubber & Plastics	217,309,770.00
Leather	8,161,872.00
Stone, Clay, Glass & Concrete	62,721,767.00
Primary Metal Products	174,147,399.00
Fabricated Metal Products	151,024,451.00
Machinery (except Electrical)	1,553,218,016.00
Electronic & Electrical Equipment	879,842,130.00
Transportation Equipment	1,305,479,078.00
Scientific Instruments	744,607,280.00
Miscellaneous Manufacturing	55,450,034.00
Scrap & Waste	75,847,673.00
Used Merchandise	13,097,394.00
Special Classification	18,313,867.00
TOTAL	10,765,641,897.00

Source for Export Statistics: U.S. Department of Commerce, Bureau of the Census, 1995.

TOPIC 5

GEORGIA EXPORTS

Lesson 2

How does the Coca-Cola Company illustrate the close ties between Japanese and U.S. businesses?

LESSON OBJECTIVE

The student will identify Coca-Cola concentrate as one of Georgia' s most known and most pervasive exports in terms of world presence; identify specific elements which might be used to advertise and thus encourage consumption of a specific Georgia export product.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 5.2 "Coca-Cola Advertisement Used in the Japanese Market"
- ❑ Teacher Resource 5.3 "Bottlers and Territories in Japan"
- ❑ Teacher Resource 5.4 "The Family of Coca-Cola and Its Allied Products in Japan"
- ❑ Worksheet 5.1 "Japan and Georgia: Economic Partners"

STRATEGIES

Soft drinks are a major product of the Atlanta area. Point out to students that Coca-Cola is one major product of Georgia used around the world. The concentrate is made in Atlanta and shipped to bottlers throughout the United States and the world. Refer to Topic 3 where students learned about some U.S. firms enjoying large shares of the Japanese market. Ask students to suggest reasons as to why Coca-Cola enjoys 60.7% of carbonated and 30.7% of the total soft drink market in Japan. Show students the Coca-Cola advertisements used in Japan (Teacher Resource 5.2) and ask the following questions.

- What feature(s) about the Coke poster is (are) different from what you might see on a poster used in the United States?
- What features are the same?
- What elements of the advertisement itself do you think help interest Japanese consumers in using this product?

Distribute copies of Teacher Resource 5.3 and 5.4 (these could also be used as transparencies). Explain that Japan, like the United Stales, is divided into territories with bottling companies in charge of manufacturing and distributing the product within their territories. As students look at the map of the seventeen territories in Japan, tell them that the first franchise bottler in Japan began in 1957. Today all bottling companies are owned by Japanese investors and the total number of Coca-Cola employees in Japan total approximately 27,000. The words listed under the

the names of the 17 bottlers are the names of the prefectures served by each bottler. (Japan is politically divided into local governmental units called prefectures). Ask students to examine the Coca-Cola products sold in Japan. Ask, "Are there any Coke products sold in the United States which you do not see on this list for Japan? If so, how do you account for some products not being sold in Japan?"

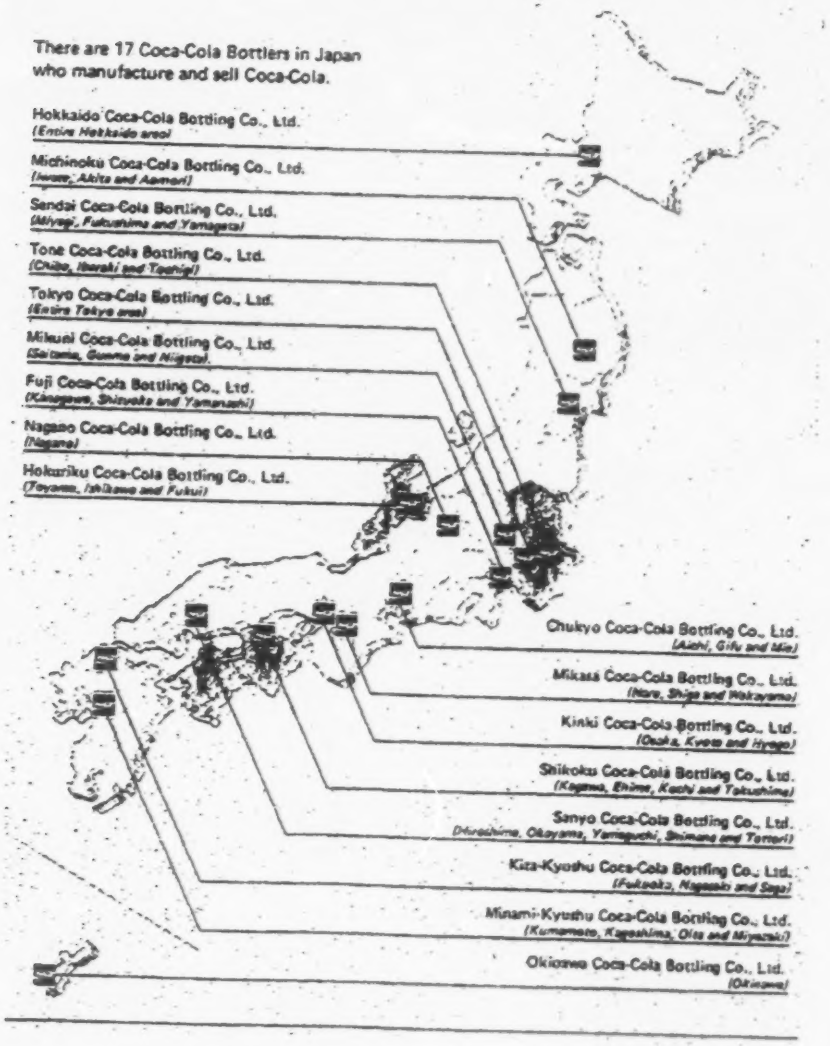
Direct each student to select a Georgia product or company associated with a Georgia product. Develop either a poster advertisement or a spot radio advertisement for the product or company. In developing the ad think about (a) the features of the product or company you will highlight, (b) items you will use or refer to in the ad to associate the product/company with other desirable or liked thinks, (c) "powerful" words you might use in the ad, etc. Explain that English will be used in the ads; if there were developed for a foreign market, the language used in that specific market might be used. This last activity can be given as a homework assignment.

Conclude this lesson by distributing Worksheet 5.1, "Japan and Georgia: Economic Partners." This puzzle can be completed as a homework assignment and serves as a summary and review of this unit.

COCA-COLA ADVERTISEMENT USED IN THE JAPANESE MARKET

BEST COPY AVAILABLE

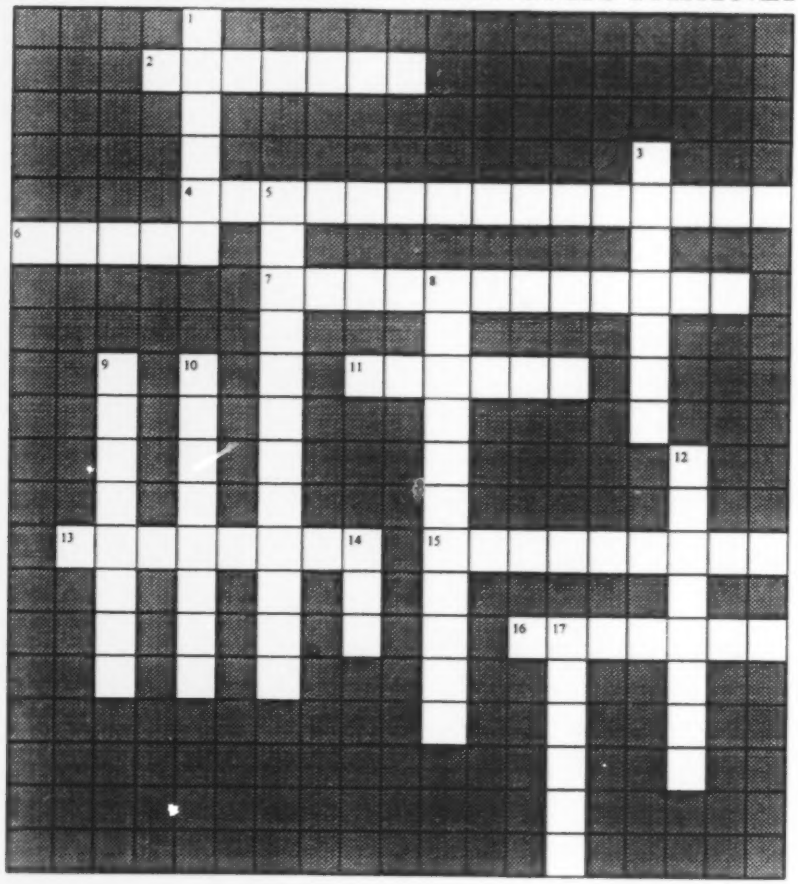
BOTTLERS AND TERRITORIES IN JAPAN


There are 17 Coca-Cola Bottlers in Japan who manufacture and sell Coca-Cola.
Hokkaido Coca-Cola Bottling Co., Ltd. (Entire Hokkaido area)
Michinoku Coca-Cola Bottling Co., Ltd. (Iwate, Akita and Aomori)
Sendai Coca-Cola Bottling Co., Ltd. (Miyagi, Fukushima and Yamagata)
Tone Coca-Cola Bottling Co., Ltd. (Chiba, Ibaraki and Tochigi)
Tokyo Coca-Cola Bottling Co., Ltd. (Entire Tokyo area)
Mikuni Coca-Cola Bottling Co., Ltd. (Saitama, Gunma and Niigata)
Fuji Coca-Cola Bottling Co., Ltd. (Kanagawa, Shizuoka and Yamanashi)
Nagano Coca-Cola Bottling Co., Ltd. (Nagano)
Hokuriku Coca-Cola Bottling Co., Ltd. (Toyama, Ishikawa and Fukui)
Chukyo Coca-Cola Bottling Co., Ltd. (Aichi, Gifu and Mie)
Mikasa Coca-Cola Bottling Co., Ltd. (Nara, Shiga and Wakayama)
Kinki Coca-Cola Bottling Co., Ltd. (Osaka, Kyoto and Hyogo)
Shikoku Coca-Cola Bottling Co., Ltd. (Kagawa, Ehime, Kochi and Tokushima)
Sanyo Coca-Cola Bottling Co., Ltd. (Hiroshima, Okayama, Yamaguchi, Shimane and Tottori)
Kita-Kyushu Coca-Cola Bottling Co., Ltd. (Fukuoka, Nagasaki and Saga)
Minami-Kyushu Coca-Cola Bottling Co., Ltd. (Kumamoto, Kagoshima, Oita and Miyazaki)
Okinawa Coca-Cola Bottling Co., Ltd. (Okinawa)

BEST COPY AVAILABLE

THE FAMILY OF COCA-COLA AND ITS ALLIED PRODUCTS IN JAPAN

JAPAN AND GEORGIA: ECONOMIC PARTNERS



Across

2. Computers, machinery and other human-made items used in production
4. A situation where countries of the world rely on one another
6. The second largest buyer of the exports of the Unites States
7. Japan is the world's largest importer of America's _____
11. Manufacturers produce a product if they think there will be a _____ for it.
13. A situation where wants are greater than the resources needed to satisfy those wants
15. The value of Georgia's exports has _____ in the past ten years.
16. Most Japanese firms located in Georgia are found near ___

Down

1. Georgia leads the nations in the export of _____, a mining product
3. The home of more Japanese firms than any other Southeastern state
5. A situation where the total import value in a country is more than the total export value
8. A condition where two or more firms are rivals for the business of others
9. A Georgia product that enjoys a large share of the Japanese market
10. A quota is a limit on the amount of goods that can be _____ into a country
12. Many Japanese firms locate in Georgia because of the favorable _____ climate
14. The basic monetary unit of Japan
17. A tax added to imported goods to make them less competitive

JAPAN AND GEORGIA: ECONOMIC PARTNERS